

Academic Integrity: Emerging Partnerships for Librarians, Faculty, and Students

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“The Dreaded Math Course!”

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- No textbook!



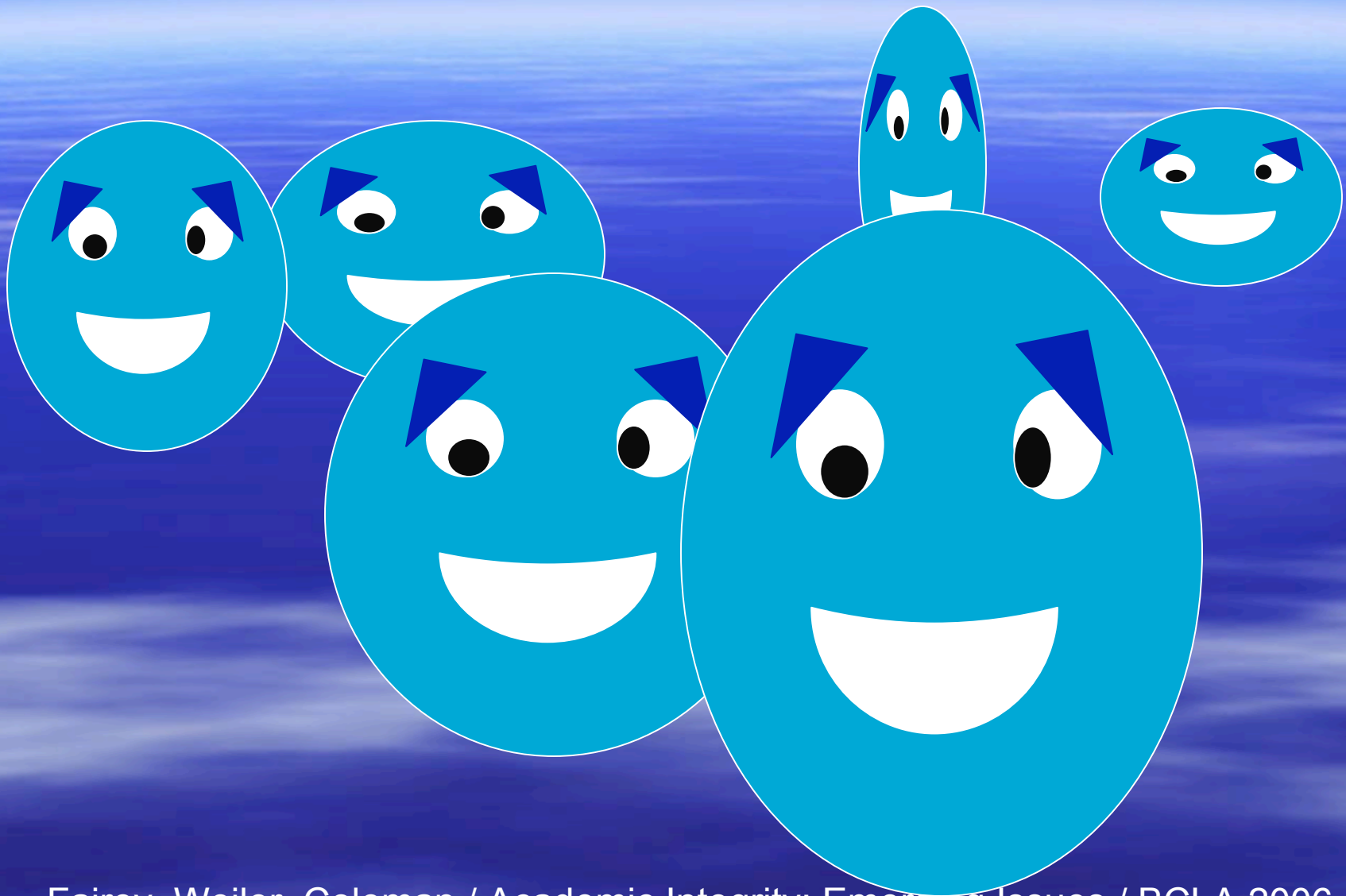
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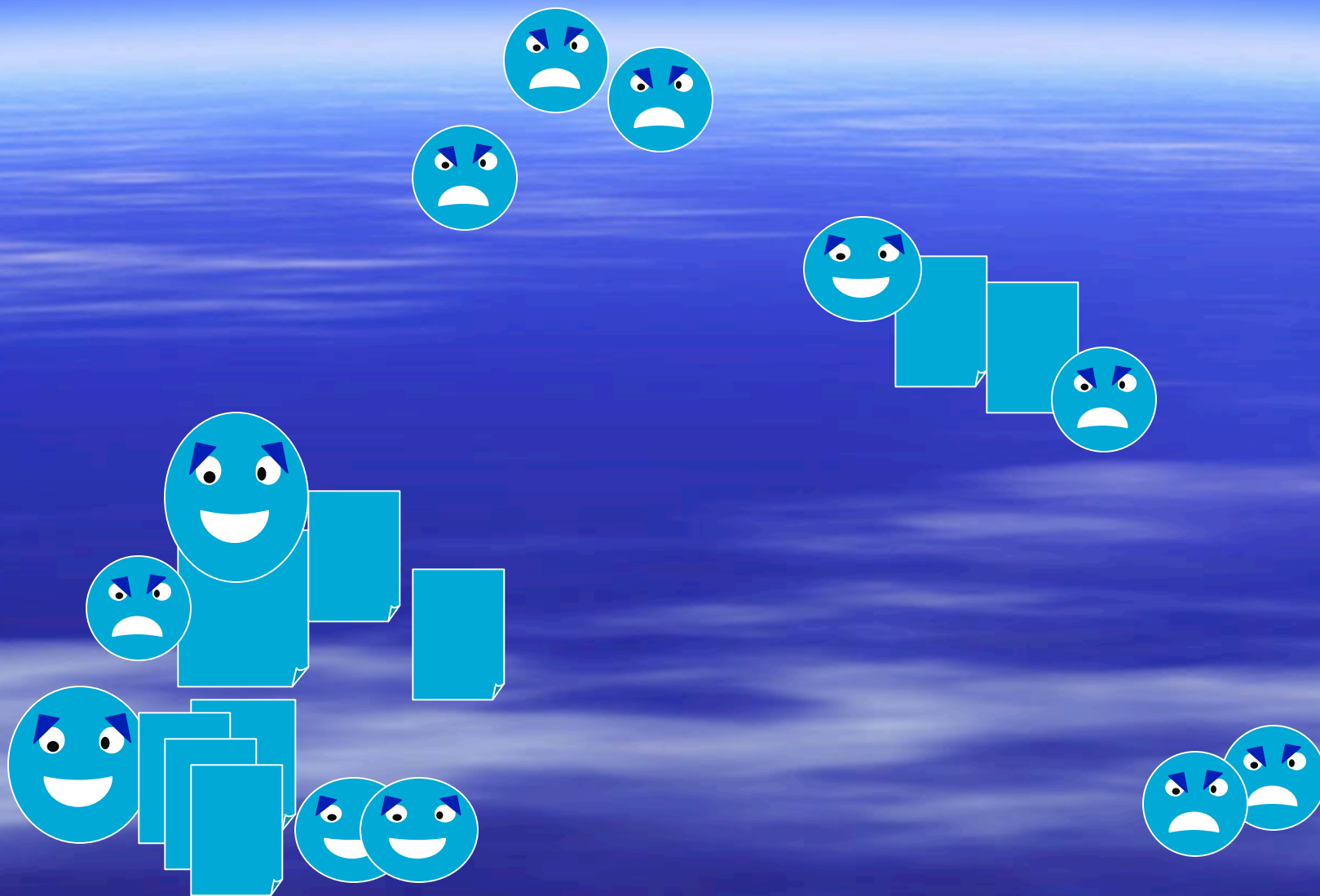
- No textbook!
- No teaching assistant!
- No office hours!
- No mercy!



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The graphic features a central blue banner with the text "Official Exam Bank" in yellow. The banner is surrounded by a large, stylized sunburst or starburst shape composed of numerous yellow and orange triangular rays of varying lengths and angles. The entire graphic is set against a background of a blue sky with soft, white clouds.

Official Exam Bank

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Moral:
Academic integrity can be
supported

The End.

Background Experiences

- Classroom with grade 10 students
- Tutor Marker (distance education)
- Teaching Assistant (face-2-face)

Current situation

- 3 tutorial sessions
- 50 minute tutorial
- 3-17 adults (2nd, 3rd, 4th year students - variety)
- 3 papers/student

How might a TA learn about Academic Integrity?

- Employee package (policy)
- 15 minute, optional employee orientation
- TA/TM Workshop Day
- As a grad student - talk with committee members about this
- Less so with peers - just trying to make it through

How might a TA discuss academic integrity?

- It would be welcomed
 - Clear up myths
 - Add to academic climate
- Challenges
 - Potentially intimidating conversation
 - Accusatory??
 - Perpetuating myths
 - I'm not sure I know what it is
- Where's everyone else?
 - Should additional community members be a part of the conversation? (e.g., undergrads AND grads AND faculty members)

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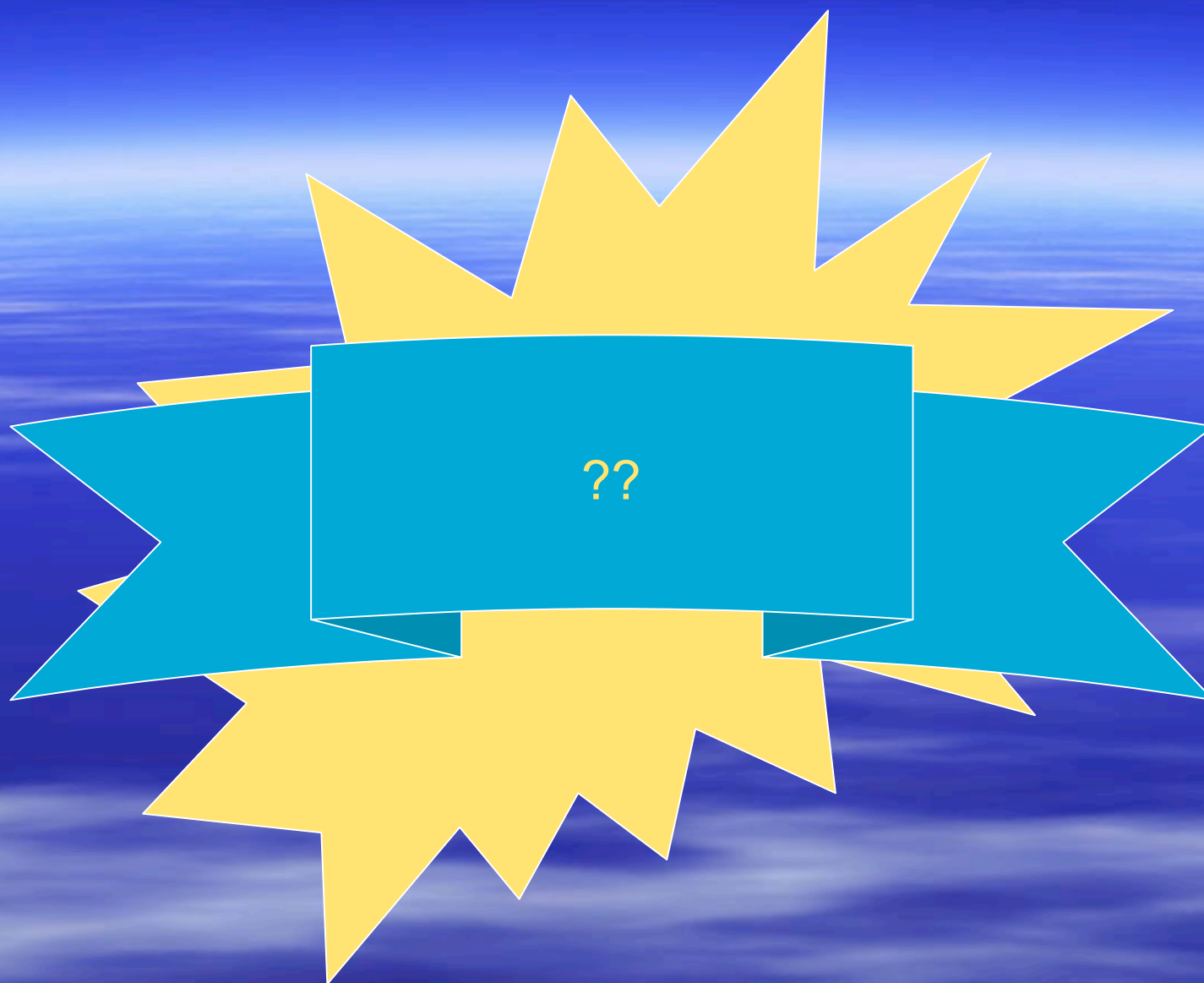
Need for wider discussion about academic integrity

- How can students be taken advantage of?
 - “P just wants to teach a course so they get ideas for a paper” (Faculty member)
 - “Just take it and put your name on it” (Faculty Member)
 - “I teach courses so I get to read what I want to read ” (Course Instructor)

Academic Integrity and Writing *

Undergrad	Grad	Faculty
Unfamiliar with tools	Ref works, endnote, track changes	Ref works, endnote, track changes
No peer sharing	Peer sharing	Peer sharing
No examples?	Some examples	Many examples

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Wish List: Practical Ideas

1. Assume academic integrity is
a **system level accomplishment**
not an **individual level** problem.
(assume individuals are academically
capable in the right conditions)
2. Assume high academic standards.

Wish List: Practical Ideas

- Support the system
 - Resources for designing academically honest courses
 - Include resources in custom courseware
 - **Exam** bank and **essay** example bank
 - Institutional Repository
 - Departmental Undergrad Program Level??

Wish List: Practical Ideas

- Increase transparency of writing process across undergrad/grad/faculty context
 - On-line survey at department level about:
 - Tools/experiences/concepts/social practices/ethics of their own writing process
- An on-line “tour” of academic writing process
 - E.g. Open Journal System to have evidence of part of the process
- Letting myths persist is not academically honest
 - role for **education** rather than a role for **policing**



The End.
(thank you)

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The “Institutional” response

- Mark’s assessment of issues and wish list shared by many others
- ...but even more compelling reasons for an institutional response...

Headline cases!

- BUEC 333 Case - Fall 2001
 - UCFV faculty member found assignment “template” on college computer; alerted SFU instructors to watch out for identical assignments – which duly appeared
 - UCVF employee sold template to 47 SFU students
- Sampson Case- Fall 2002
 - Education prof failed two students for turning in identical assignments
 - Tutor employed by students had mistakenly emailed identical papers to the students, who submitted them; penalty for one student overturned by disciplinary panel

SFU's response

- *Task Force on Academic Honesty & Integrity*
 - Formed March 2002, final report Feb 2004
 - Extensive consultations, research, surveys
 - Survey results published (unlike other Canadian universities)

Survey findings

- SFU students somewhat less inclined to cheat than Canadian average but no reason for complacency...

Sample findings

- *Many students arrive at university uncertain what plagiarism is, why it is a serious issue, and what they should do to avoid it.*
- *Many students seem unaware of the purpose of laboratory assignments and the reasons why they should present their own experimental results.*

Sample findings cont'd...

- *Seventy-one percent of first-year students considered receiving unauthorized help on an assignment either not cheating (29%) or only trivial cheating (42%). Only four percent considered it to be serious cheating.*
- *Seventy-five percent of first-year students reported getting the questions/answers from someone who had previously taken a test.*

Recommendations in brief

- Education and information about academic integrity issues very important
- Opportunities for cheating need to be minimized through improved exam procedures, better room setups, equal access to resources such as previous exams, etc.
- See *Final Report* for full list
- Many similarities with Mark's wish list
- ...more focus on students, less on faculty...

The Follow Up

- Senate Committee on Academic Integrity and Student Learning Environment (SCAISLE)
 - oversees recommendation implementation
 - Faculty & student members
 - Ex-officio members from Student Services, Library/Student Learning Commons
 - Academic integrity web page
- Balancing policing vs education

Library opportunities

- Student Learning Commons
 - “normalized” academic assistance for writing, learning skills, library research, computer help, English language issues
 - Discipline specific writing assistance
 - Support for new “W” course requirements
 - Recognition of peer sharing process

Student Learning Commons cont'd...

- Ethical tutoring principles practiced, modeled and publicized
- Importance of “leaving the pen in their hand”
- “How to hire a tutor” guidelines being developed with SCAISLE
- Sample essay bank under discussion

More Library opportunities

- Exam bank
- Plagiarism tutorial

AI Initiatives at SFU Library: Exam Bank & Plagiarism Tutorial

Gordon Coleman

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Exam Bank

- A recommendation of the Academic Integrity Task Force
- The EB “levels the playing field”
- The controversy
- Why the Library?
 - Official, neutral
 - Easy for us to modify existing tools and workflows (e-reserves) to digitize exam materials
- State of the project

Exam Bank in action

- SFU Exam Bank

Interactive activity!

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Plagiarism Tutorial: Genesis

- Recommendation in the AHITF final report for “an online module on plagiarism that includes a self-test and is readily accessible to students”
- The Library was the right group to take this on: interest, expertise, faculty expectation, resources

Development, summer '04

- Co-op students worked with a body of material provided by an instructor
- Developed material, created several quizzes, tested it on willing subjects
- Platform: MOSST
- Conversion to WebCT module

A tour of the tutorial

- SFU Plagiarism Tutorial on WebCT (not open to the public)
- Content:
 - Pre-test: “Is this plagiarism?”
 - A dozen content slides
 - Two quizzes
- Available as a free-standing module; import into any existing WebCT course

Uptake and feedback

- Hugely successful
- Installed in over 25 courses in the Fall '05 semester, available to over 1000 students
- Feedback from instructors and students:
 - “extremely user friendly ... clear and concise ... interactiveness makes this fantastic ...”
 - The quizzes are too easy

Lessons learned

- More graphically pleasing
- Change in tone: less police officer, more ____ (?) ____
- Basic and advanced modules?
- Built-in feedback mechanism
- Make the quizzes harder

Implications: Library instruction

- Proof of concept for this model of library instruction: a free-standing module uploaded into an existing WebCT course
- Very scalable model
- Considering the creation of new modules e.g. APA citation

Implications: *Academic Integrity*

- There is an unmet need among instructors
- Few have the time and resources to develop materials on their own
- The Library is well-positioned to respond to this demand; people are looking to us

Questions?

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